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ABSTRACT

This publication highlights the current activities of participants in the Council of the Great City Schools (CGCS) in their support of national urban education goals. In the fall of 1990, the National Urban Education Task Force, which was appointed by the CGCS, presented sample strategies for achieving the national urban education goals to representatives from over 70 educational associations, foundations, and business organizations. In January 1991, the CGCS held the first National Urban Education Summit (NUES) in Washington (District of Columbia), which was attended by representatives of 72 organizations. During the 1991 NUES, the CGCS carefully constructed national urban education goals based on the six national education goals that were issued by President Bush and the National Governors' Association in 1990. This report organizes the program and institutional descriptions around the CGCS's six national urban education goals for the Year 2000, which focus on the following topics: (1) readiness to learn; (2) increased graduation rates; (3) improved academic achievement; (4) quality multi-ethnic teachers; (5) postsecondary opportunities; and (6) safe and caring school environments. Programs currently in place that are working toward each goal are described, and information on the institution sponsoring each program is provided. A list of the 72 organizations that participated in the 1991 NUES is provided. (JB)

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TOWARD ACHIEVING THE GOALS

Projects of the Partners in the 1991 Urban Education Summit

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The Council of the Great City Schools

March 1992

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Our Purpose

In January, 1991 representatives from more than seventy organizations, associations, foundations, and business groups joined the members of the Council of the Great City Schools to pledge support for the national urban education goals and to work toward their achievement. From the beginning, the partner organizations and the Council's membership knew that they were undertaking a tremendous challenge. They also recognized that achieving the goals would require a sustained effort over a long period --ten years-- and the contributions of a large segment of our society will be necessary. Reaching the goals could not and would not be done by the schools alone. The partners and Council members believe that the economic, social, political, and educational issues confronting urban schools are surmountable when addressed by a broad base of support. It is the synergy derived from working in concert that will allow the many challenges to be overcome.

At the Summit, the Council presented a publication entitled ***Strtategies for Success***, which is a collection of successful programs and practices being employed by its members to achieve the national urban education goals. This publication, ***Toward Achieving the Goals,*** recognizes the successful programs, practices and contributions of the Summit partners in their ventures to achieve the goals. The Council is grateful for the input of the contributing organizations and their tireless efforts to improve the lives of urban students across the country.

Introduction

During the 1980's, American leaders began to turn their attention to the educational needs of the country's youth as they realized that changing economic and social factors had seriously eroded the ability of our schools to serve all children and to produce competent, literate, thinking graduates who could become active and productive participants in society. America's economic and political future were becoming threatened by problems which had not been widely or uniformly addressed. The President, governors and other national leaders examined the plight of America's schools, and urban educators began educational reform efforts in the hopes of ensuring a quality education for all children.

The Challenge of Urban Education

The profound problems plaguing America's schools are particularly pronounced in urban communities and the financial resources needed for teaching materials and qualified, committed teachers, principals and support are inadequate to satisfactorily address the problems.

According to the Rand Corporation publication, The Federal Role in Education: A Strategy for the 1990's:

> "...central-city schools are isolated from the mainstream of civic, political and economic life. Left to their own resources, they will become less well-funded, more controversial, lower quality and more segregated by race and income."

The members of the Council of the Great City Schools, as well as the rest of the leaders of urban schools, know this, and know that they cannot confront and solve the problems alone. A broader base of active support and resource commitment from the wider community, indeed from the nation, is needed.

What is at stake is nothing less than the future prosperity and quality of life of the nation. Even now, unskilled and illiterate workers are costing U.S. corporations millions of dollars each year in training programs. Government and business interest have been aroused as they realize that we all pay significant costs later for lost educational opportunities: a 1985-86 Department of Labor study reported that more than 300,000 out of 562,000 dropouts were unemployed. These uneducated individuals are unlikely to be able to find employment which will support themselves and their families. Taxpayers are

reluctant to pay the costs for food and housing, health care and clothing for increasing numbers of people we have failed to educate.

That the U.S. business community is aware of the problem is clear: organizations like the Business Roundtable are addressing what they can do collectively and through their individual companies. According to John F. Akers, chairman of the Board of IBM Corporation and chairman of The Business Roundtable Education Task Force:

> Society will continue to ignore the education crisis at its economic, social, and civic peril. Education is the single most critical factor in our country's success. ... Every citizen has a critical stake in the outcome, but we in the business community are among those in the eye of the storm. Most of The Business Roundtable companies and the business community come late to the table in addressing these tough questions. ... America can afford no further delay."

Today, 180 Roundtable chief executive officers are working with governors and other interested parties in every state on state public policy in support of the national education goals, as part of a 10-year commitment of personal time and company resources.

The Council of the Great City Schools and its Role

The Council of the Great City Schools has taken the lead to coordinate communications not only among its 47 member school districts, but also among urban educators and major foundations, associations and businesses. Clearly, many groups have been involved in efforts to address the problems facing urban schools today. The Council seeks ways to promote their participation, to marshall the innovative thinking and social and legislative changes that can make a difference, and to share among all the active and interested organizations what each is doing.

Using the National Education Goals for the Year 2000 established by the President and the National Governors' Association as a starting point, the Council adopted six related goals which focus on the particular needs of the nation's urban areas. The Council also appointed a National Urban Education Task Force whose purpose is to build a broader base of support for the goals, as well as to develop an action plan to meet them.

In the fall of 1990, the Task Force brought together the substantial energies of representatives from more than 70 educational associations, foundations and business organizations. Sample strategies presented by these organizations to achieve the National Urban Education Goals were put in a draft document and used as the focus of the Council's Fall 1990 Annual Conference in Boston that November. In January 1991, the Council of the Great City Schools held the first National Urban Education Summit in Washington, DC, attended by representatives of the 70 organizations.

The rationale for developing a set of national urban education goals (adapted from the six national education goals issued by President Bush and the National Governors' Association) was not to further bemoan a long list of education's shortcomings. The serious problems that today plague America's schools, and , in particular, threaten to cripple inner city youth and urban communities, are well documented and widely lamented.

Instead, the Council of the Great City Schools' membership carefully constructed these broad and admittedly formidable goals to serve as a rallying point and an impetus for concerted, creative action for improvement. Indeed, the superintendents and board of education members who lead the nation's urban school districts are only too aware of the many obstacles and challenges confronting today's urban students.

The following pages include highlights of the activities of the participants in meeting the specific National Urban Education Goals. Many organizations are actively engaged in a range of programs, and consequently deal with objectives of more than one goal. Some organizations are focused on a purpose that relates only to a specific goal. Still others are involved in work to benefit all education generally, rather than efforts that concentrate on the plight of urban educators, and some are studying how to design future programs which may address some of the objectives; these are not highlighted under a particular section.

What emerges, however, is a bigger picture that demonstrates the interrelatedness of all the participants, and the sense of urgency with which they are striving to improve the availability, accessibility and success of education for all of America's youth, in our urban centers and throughout the country.

GOAL 1: Readiness to Learn

By the year 2000, all urban children will start school ready to learn.

Objectives:

To provide access for needy urban children aged three to five to a full-day, full-year development program, offering a full range of health, nutrition, diagnostic, developmental, educational, social, language and other services.

To ensure that urban pre-K programs will be adequately staffed with qualified personnel and necessary equipment.

To make available comprehensive child care services to the children of students, and before and after school care for those in need.

To provide urban parents with the opportunity to receive training in parenting skills at school sites.

To coordinate affordable preschool services throughout the community to ensure maximum benefits.

GOAL 1: Readiness to Learn
Projects and Reports of Summit Participants

AMERICAN FEDERATION OF TEACHERS (AFT)
555 New Jersey Avenue, NW
Washington, DC 20001

At its 1988 Convention, the AFT issued a series of Policy Resolutions, including one on **Children in Poverty**. In this resolution, the AFT stated that, "to help ensure that this nation's children reach their full potential and so that the public schools can more adequately perform their prime mission of educating children, AFT supports increased investments in:

Special Supplemental Food Program for Women, Infants, and Children (WIC);

Early and Periodic Screening, Diagnosis and Treatment Services for Children (Medicaid);

Childhood Immunization Program;

Act for Better Child Care Services;

Head Start;

Chapter 1;

Minimum Wage Increase;

Job Corps; and

Federally assisted housing funds targeted to the poor and near poor and publicly funded programs to refurbish unsafe and dilapidated urban public school buildings."

AMERICAN ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS (AASPA)
2330 Alhambra Boulevard, #157
Sacramento, CA 95817

A Response to the National Education Goals

In September 1991, the AASPA published this report to examine the implications for personnel/human resources staff of efforts to achieve each goal. The report discusses the role of the human resource personnel in accomplishing the appropriate staffing to meet each goal, and identifies specific questions to guide the process.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA)
1801 North Moore Street
Arlington, VA 22209

Together with the National School Boards Association, the AASA produced ***Beyond the Schools: How Schools and Communities Must Collaborate to Solve the Problems Facing America's Youth.*** The ten strategies for improvement which the booklet outlines focus heavily on children's issues important to the Goal of Readiness to Learn.

ASPIRA ASSOCIATION, INC.
1112 16th Street, NW Suite 340
Washington, DC 20036

ASPIRA Single Parent/Single Pregnant Women/Displaced Homemakers' Project -Florida

The program provides vocational education assistance and job placement, along with life skills training, to Hispanic single parents and single pregnant women in Miami.

THE BUSINESS ROUNDTABLE
200 Park Avenue, Suite 2222
New York, NW 10166

Essential Components of a Successful Education System

In this publication the Roundtable lists the nine essential components needed to provoke the degree of systemic change needed to achieve the national education goals. Their eighth characteristic of a successful system, "Health and other social services are sufficient to reduce significant barriers to learning," is accompanied by a description of what health and social services must be provided.

The Business Roundtable Participation Guide: A Primer for Business on Education

This book, aimed at involving more chief executive officers and their companies in the educational initiatives of the Roundtable, features a chapter entitled "Early Childhood Development: A Better Start." It defines needs and their importance today, discusses early childhood development services along with issues and obstacles and offers thoughts on business' role with examples of direct assistance.

CHILDREN'S DEFENSE FUND (CDF)
122 C Street, NW
Washington, DC 20001

The CDF is staffed with educators, health experts, social workers, lawyers, researchers and data analysts, federal policy monitors and public education specialists dedicated to advocacy on behalf of the nation's children. Much of its work is in child health and welfare and family support services.

THE HOME AND SCHOOL INSTITUTE, INC. (HSI)
1201 16th Street, NW
Washington, DC 20036

MegaSkills Workshop Program

This program trains a corps of workshop leaders, who then conduct workshops for parents throughout the community. Parents are given strategies and

techniques to work with their children to develop **MegaSkills** -- the values, attitudes and behaviors that determine individual achievement. HSI reports that research shows that the workshops have doubled the time that participating parents spend with their children at home.

INSTITUTE FOR EDUCATIONAL LEADERSHIP (IEL)
1001 Connecticut Avenue, NW Suite 310
Washington, DC 20036

National Health/Education Consortium

In February, 1991, IEL and the National Commission to Prevent Infant Mortality received a two-year grant from the Prudential Foundation to support their collaborative work through the National Health/Education Consortium. The Consortium, representing more than 40 national health and education organizations, will promote more coordinated delivery of health and education services by linking health and education organizations at the national, state, regional and local levels. Its goal is to improve both the health and learning potential of children.

NATIONAL ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES (NAICU)
122 C Street, NW Suite 750
Washington, DC 20001-2190

Partners in Education: Independent Colleges and Universities Allied with America's Schools

In January 1991, the Foundation for Independent Higher Education (FIHE) and the National Institute of Independent Colleges and Universities (NIICU) initiated a survey of their combined membership of 946 independent colleges and universities. From 650 responses, they collected information on 361 colleges and universities who indicated that they had at least one such partnership in place. This report, published in November 1991 by NAICU, details the kinds and numbers of such partnership, many of which deal with the issue of readiness to learn. It also outlines the role of the college or university, the role of the school, and expected outcomes as well as impediments to partnerships.

Partners in Education: A Directory of Partnerships between Independent Colleges and Universities and America's Schools

This partner piece to the above report restates highlights of the results of the FIHE and NIICU joint survey, provides a copy of the survey with the results for each questions, and then provides a complete list of the partnerships by state.

NATIONAL URBAN LEAGUE, INC.
500 East 62nd Street
New York, NY 10021

Through the Urban League's Central, Southern, Eastern and Western regions, many communities offer programs to address preschool, health care and other issues vital to the goal of Readiness to Learn. Sample programs include:

After-School Latch-Key Program - Akron, OH

Students are transported to this program from school by the center's bus. From 2:30 to 7:30 p.m. they can receive tutoring, homework assistance, and art, swimming and gymnastics instruction.

Parent Education Program - Canton, OH

Through this program, parents and guardians of K through 12 students develop positive skills and attitudes which foster constructive parenting. Activities include providing school tours for parents and community groups; mini-workshops concerning school and community resources; and a ten-session Responsive Parenting Class.

Initiative Program - Chicago, IL

This program has several components: The Center for Successful Child Development (CSCD), in cooperation with the Ounce of Prevention Fund, cosponsors a program of early intervention. The CSCD, also called the "Beethoven Project", is designed to prevent developmental delays in African American infants and toddlers, and provides them and their families with comprehensive services over a five-year period. Conducted in the largest public housing project in the country (Robert Taylor Homes), the program links the social and educational resources of the community to provide parenting skills, social services and employment training as a comprehensive approach for improving the functioning of the 369 families in the target group.

Parenting Skills Program - Indianapolis, IN

Fifty single parents are being trained in enhanced parenting skills in this collaborative program with Purdue University. The goal is to try to improve the learning abilities of their children, whose academic performance is being monitored from seventh grade through high school.

Early Childhood and Family Education Program - Minneapolis, MN

This program provides an early learning center and family education program to children three to five and their families. It includes counseling and parenting skills, particularly for teen parents, as well as a strong math/science orientation for the children, and collaborates with area social service and health agencies to provide services to the children and their families.

Parent Child Center - New Orleans, LA

The Center serves 75 mothers and 102 children in child development, career education, social services, family management and health services. It is a participant of the National Urban League/Borden Foundation Project and is one of the field test sites for the National Preschool Science Collaborative Project.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS (NAESP)
1615 Duke Street,
Alexandria, VA 22314-3483

Early Childhood Education and the Elementary School Principal

This booklet outlines standards for quality programs for young children, along with checklists for applying the standards. Standards such as , "The school provides information for parents on parenting issues and problems," and "The principal works with the home and the community toward easing transitions and addressing special needs and situations," specifically address aspects of Readiness to Learn.

The Little Things Make a Big Difference - videotape & booklet

After a national survey of 10,000 elementary school principals developed six recommended parent-child behaviors to help children succeed in school, NAESP with World Book Educational Products developed this 16-minute "how-to" videotape and booklet for sale to parents. The booklet defines each recommendation and suggests activities.

School-Age Child Care Initiative

A 1988 NAESP survey revealed that elementary principals wanted help to meet the rising demand for school-age child care. With grants from the Primerica, W.K. Kellogg and Smith Richardson foundations, and a partnership with the Wellesley School-Age Child Care Project, NAESP launched a three-phase National Principals Academy initiative designed to promote the understanding of quality before- and after-school child care programs.

Phase one began in fall, 1991, with regional workshops for principals to show participants how to begin and maintain quality programs. NAESP will administer 10 such workshops each year for two years. In phase two, NAESP will host special seminars preceding its next two annual conventions to prepare principals to conduct school-age child care awareness workshops at the local level. Finally, by 1993 NAESP will complete a document on the standards of excellence for school-age child care programs.

GOAL 2: Increased Graduation Rates

By the year 2000, urban schools will increase their graduation rates so they are at least comparable to the national average.

Objectives:

To reduce the gap in graduation rates between urban and non-urban youth, among students of various racial, disability, language and ethnic backgrounds, and among students of varying economic circumstances.

To reduce urban dropouts by 50% by the year 2000, and by another 50% by 2010.

To increase urban four-year graduation rates annually between 1991 and 2000.

To increase daily urban student attendance rates to 95% for elementary schools and 90% for secondary schools.

To increase the number of urban dropouts who return to school.

To reduce urban school rates of in-grade retention by 10% annually.

GOAL 2: Increased Graduation Rates
Projects and Reports of Summit Participants

AMERICAN FEDERATION OF TEACHERS (AFT)
555 New Jersey Avenue, NW
Washington, DC 20001

At its 1988 Convention, the AFT issued a series of Policy Resolutions, including one on "Helping At-Risk Youth Succeed." This position paper describes the problem in detail and lists five resolutions to be acted upon by AFT members and its executive council, including the creation of a task force on at-risk youth.

Local AFT groups have become involved in specific projects aimed at increasing graduation rates. The AFT in Cincinnati, OH organized an elementary school restructuring program to improve students' academic and social skills and decrease dropout rates. The teacher-restructured schools featured an all-day kindergarten, reduced class sizes of between 15 and 18 students, more visiting teachers to assist students with serious attendance and behavioral problems, more social skills development programs, greater parental involvement and a Head Start program for four-year-olds.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN (AAUW)
1111 Sixteenth Street, NW
Washington, DC 20036

Education For All: Women and Girls Speak Out On the National Education Goals

Together with other members of the National Coalition for Women and Girls in Education, AAUW distributes this response to the Education Goals set forth by the Governors and Administration. In the Executive Summary the issue of increased graduation rates is addressed as follows:

> Because early pregnancy and parenting account for approximately 40% of female drop-outs, schools should adopt programs to meet the needs of these students. These include pregnancy prevention programs, the provision of health services to pregnant students, and programs to assist pregnant and parenting students in completing their education. In addition, schools should provide parenting students with

access to child care. Further, pervasive gender-bias in teaching, curricula, and materials often make schools inhospitable to girls. Teachers must be trained to avoid gender-role stereotyping both in expectations and actual teaching. Cooperative educational methods, which are typically more successful for girls, should be stressed.

The report then further details strategies for dealing with their suggestions and analysis of aiding teenage girls to complete high school.

Initiative for Educational Equity

The goals of the Initiative is to eliminate systemic gender bias in the nation's schools. Work on the initiative is supported by a resource packet that includes the book, ***Shortchanging Girls, Shortchanging America: A Call to Action***. It provides information about a national poll on adolescents and self-esteem commissioned by AAUW in 1990. The resource packet also includes AAUW Issue Briefs, which provide an overview of critical education issues along with strategies for action. Two Issue Briefs important to the topic of increased graduation rates are ***Restructuring Education: Getting Girls Into America's Goals*** and ***Equitable Treatment of Girls and Boys in the Classroom.***

AMERICAN ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS (AASPA)
2330 Alhambra Boulevard #157
Sacramento, CA 95817

In, ***A Response to the National Education Goals*** , AASPA outlines questions for human resource professionals as they aid schools in addressing the staffing questions associated with plans to increase retention. Additionally, in the September, 1991 issue of the ***AASPA Bulletin***, Executive Director Herb Salinger wrote on "Hiring or Staff Development Tied to Students at Risk?"

AMERICAN ASSOCIATION FOR HIGHER EDUCATION (AAHE)
One Dupont Circle, Suite 600
Washington, DC 20036-1110

Community Compacts for Student Success

This comprehensive partnership program, administered by AAHE on behalf of The Pew Charitable Trusts, was launched in July, 1991, and will attempt to create a national network of up to fifteen community-wide strategies working to dramatically increase the number of disadvantaged students who complete high school. The program's focus will be on grades seven through 14 because of the significance of early and consistent intervention.

Selected communities will receive technical assistance in understanding community resource mapping, assessing partnership activity and student achievement patterns, detecting critical intervention points, and planning strategies to determine where to direct resources and how to develop long-term comprehensive plans for educational success. Professional development and networking opportunity among the sites will be a major component of support. Local leaders from the public and private sectors will be brought together, and a computer-based information clearinghouse will be created to link the sites. Also, some communities will receive small grants to facilitate the organization and development of a community needs assessment and strategic plan of action.

Announcement of the first participating members of the Community Compacts initiative should be made in early 1992.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA)
1801 N. Moore Street
Arlington, VA 22209-9988

Publications Catalog

The catalog includes a Critical Issues Report, ***Students at Risk***, in which administrators and leaders in business,industry and government share practices they have found helpful in dealing with at-risk students. A slide/tape called ***At-Risk Students: The Challenge***, profiles several at-risk students to promote an understanding of the problems in the home, school and society that put students at risk of dropping out.

THE ASPIRA ASSOCIATION, INC.
1112 16th Street, NW Suite 340
Washington, DC 20036

Hispanic Community Mobilization for Dropout Prevention - National

The materials developed for this project, which ASPIRA sponsored for three years, are still available for purchase. They include both volumes of ***Making the Most of Your Child's Education***, a complete workshop curriculum for Hispanic parents currently used by school districts across the nation, and ***Latinos and the Dropout Crisis: The Community Solution***, a report on the magnitude of the problem with specific strategies to curb dropouts and the ASPIRA Process as an effective model of community involvement in dropout prevention.

Leadership Development/Dropout Prevention Program - Florida

This school based program functions through an ASPIRA Club structure within a network of 15 elementary, middle and senior high schools in Dade and Broward counties. It offers leadership training, counseling, cultural enhancement activities, and educational workshops that enable minority youth to improve school performance and graduate.

Accolade - Florida

Through a grant from the Dade County Public Schools, this fully accredited alternative middle school for 100 "educationally at risk" minority students in the Wynwood and surrounding Miami neighborhoods, emphasizes educational innovation, mastering basic skills and expertise in science and math.

Alternative High School - Illinois

This state-certified, diploma granting school serves youth between the ages of 16 and 21 who have been officially dropped from the public school system. ASPIRA Alternative, funded by City Colleges of Chicago through its Truants' Alternative and Optional Education Program, incorporates a curriculum designed to improve basic skills and develop social, personal and career goals.

Roberto Clemente Community Academy Program - Illinois

The primary goals of the program are to reduce the dropout rate at the school, increase attendance rates, and increase the number of seniors applying to college. The program concentrates on student motivation, academic support, college and career motivation and orientation, and parental involvement. It is a collaborative effort between the school community, the Local School Council (LSC) and area community-based agencies. ASPIRA provides technical assistance to the LSC as it implements the school's improvement plan.

Early Intervention Program - New Jersey

This program targets students at the middle school level. Counselors work with students at Pyne Point Middle School in Camden, Junior High School #2 in Trenton, and Broadway Middle School in Newark, encouraging them to seek tutoring and attend pre-college programs, and keeping them involved in ASPIRA Activities.

Talent Search Program - New York

Talent Search identifies at-risk youth with the potential to succeed in college and involves them in academic and financial aid counseling and college placement activities, such as SAT preparation courses, campus visits and participation in college admissions interviews arranged by the program.

Project A.W.A.R.E. - New York

The Aspire to Win through Academic Retention and Excellence (A.W.A.R.E.) project operates during normal school hours to address family, personal, community and academic factors which impact on student retention. It offers career and college counseling, basic skills improvement, family assistance and parent involvement, and leadership development.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (ASCD)
1250 N. Pitt Street
Alexandria, VA 22314-1403

In its publications ASCD has devoted attention to the issue of increased graduation rates. The February, 1989 issue of ***Educational Leadership*** magazine dealt entirely with the topic of "Dealing with Diversity: At Risk

Students." The periodical ***ASCD Curriculum Update*** occasionally focuses on retention issues, as in "Success with At-Risk Students," August, 1989, and "Transforming the Curriculum for Students 'At Risk'," June, 1991.

COUNCIL FOR BASIC EDUCATION (CBE)
725 Fifteenth Street, NW
Washington, DC 20005

Public Service Advertising

In 1988, CBE entered a partnership with Sears & Roebuck to produce and distribute a television public service announcement for national distribution entitled, "Be Cool, Stay in School" aimed at school age children. During a two-year run, the spot received air time from over 850 stations and network groups, reaching millions of homes.

NATIONAL ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES (NAICU)
122 C Street, NW Suite 750
Washington, DC 20001-2190

Partners in Education: Independent Colleges and Universities Allied with America's Schools

In January, 1991 the Foundation for Independent Higher Education (FIHE) and the National Institute of Independent Colleges and Universities (NIICU) initiated a survey of their combined membership of 946 colleges and universities. From 650 responses, they collected information on 361 colleges and universities who indicated that they had at least one such partnership in place. This report, published in November, 1991, by NAICU, details the kinds and numbers of such partnerships, many of which deal with efforts to improve graduation/retention rates. It also outlines the role of the college or university, the role of the school, and expected outcomes as well as impediments to partnerships.

Partners in Education: A Directory of Partnerships between Independent Colleges and Universities and America's Schools

This partner piece to the above report restates highlights of the results of the FIHE and NIICU joint survey, provides a copy of the survey with the results for each question, and then provides a complete list of the partnerships by state.

NATIONAL URBAN LEAGUE, INC.
500 East 62nd Street
New York, NY 10021

Through the Urban League's Central, Southern, Eastern and Western regions, many communities offer programs which address critical issues involved in supporting retention and increasing graduation rates. Sample programs include:

Blue Monday Project - Aurora, IL

This is an incentive program for 45 youth between the ages of 14 and 21 who have dropped out or been suspended from school. Together with school counselors, courts and churches, a six-week program offers individual counseling and assistance with life skills and computer training. In order to measure the program's success, Aurora is tracking the number of students who obtain a GED, return to school or find employment.

Dropout Prevention Program - Dayton, OH

In collaboration with the Dayton Public Schools, the League assigns a full-time professional case manager to serve as part of a multi-disciplinary service team for the program. The program provides coordinated, comprehensive assessment, planning and support to parenting and pregnant students and their families throughout the course of their high school career.

Incentives for Success Club - Flint, MI

Participants who complete this personal and leadership development program and remain in school are awarded scholarships to post-secondary education.

Street Academy - Minneapolis, MN

The Academy, in its 20th year, is an alternative high school for students between the ages of 15 and 21 who have dropped out or cannot cope with the traditional school setting.

A New Me Program - Richmond, VA

This program encourages students to stay in school by introducing them to business operations and providing them with the opportunity to work with business owners. A select group of 13 students visited the National Urban

League Whitney M. Young Training Center in New York to meet with local New York minority business owners. Currently there are 60 students in the program.

NATIONAL COMMITTEE FOR CITIZENS IN EDUCATION (NCCE)
711 2nd Street, NE Suite 100
Washington, DC 20002-4307

With and For Parents - Baltimore, MD

The **With and For Parents** dropout prevention program has worked to increase parent involvement in the educational lives of their children in the Harlem Park neighborhood of Baltimore. For four years this community-based middle school program was supported by the Arco Foundation, the Lilly Endowment, Inc. and The Prudential Foundation and operated out of a converted storefront. The program was relocated in the Harlem Park Middle School in 1991, when funding concluded. The "With and For Parents" Club, established for parents and other interested Harlem Park residents, invites membership from the entire community, including senior citizens, community activists, human service professionals, and clergy. The Club has sponsored community forums on school choice, the census, redistricting and their impact on education.

NCCE is collaborating with the National Dropout Prevention Center in Clemson, South Carolina, on the revision of ***Parents and Dropout Prevention***, a brochure in English and Spanish. In addition, two updates to the ***Book of Sources***, NCCE's compilation of recent and current research, reports, organizations and programs on the subject of dropouts, were prepared and disseminated during the 1990-91 year, including 25 new pages.

NATIONAL DROPOUT PREVENTION CENTER (NDPC)
Clemson University
Clemson, South Carolina 29634-5111

The NDPC Lifelong Options Program

Just funded by a $925,000 grant under the Cooperative Demonstration Dropout Prevention Program in the Office of Vocational and Adult Education of the U.S. Department of Education, this three-year project will seek to demonstrate the viability and effectiveness of taking a model dropout preven-

tion and reentry program and adapting it to various settings. In addition to NDPC staff and school district personnel at the target locations, the project will also involve professional staff from the Center on Education and Training for Employment at the Ohio State University and the South Carolina Educational Television Network.

During the 1989-90 fiscal year, NDPC staff made 83 presentations in 11 states to more than 5,000 participants at workshops and conferences. Also, the Center provided support for three action research projects in South Carolina, and held the third annual National Dropout Prevention Conference for educators and other concerned individuals.

NDPC publishes an extensive list of materials, including the subscription basis, ***The National Dropout Prevention Newsletter,*** and many booklets and resource papers and reports. ***Effective Strategies for Dropout Prevention*** lists 12 strategies to consider in a comprehensive dropout prevention program. ***Mentoring Programs for At-Risk Youth*** details the mentor's role, describes the steps to starting a mentoring program, lists and describes successful mentoring programs and includes a reading and reference list. Other publications are aimed directly at teens, principals and teachers.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS (NAESP)
1615 Duke Street
Alexandria, VA 22314-3483

Early Childhood Education and the Elementary School Principal

This booklet outlines a list of specific standards for quality programs for young children, along with checklists for applying the standards. Although aimed at program issues for younger students, many standards, such as "The principal assures that there is regular, sustained communication between home and school," and "The principal gets parents involved both in their own child's schooling and in the operation of the school," address aspects of motivations for retention and improved graduation rates.

GOAL 3: Improved Academic Achievement

By the year 2000, schools and communities will demonstrate high expectations for all learners so that urban students will attain a level of achievement that will allow them to successfully compete with students nationally and internationally in our global community.

Objectives:

To close the gap in academic achievement between urban and suburban schools.

To continue to close gaps in academic achievement among urban students of all racial, ethnic, cultural and socioeconomic backgrounds.

To improve the distribution of student test scores across all four quartiles.

To increase the numbers of students who take the SAT or ACT and to boost the average system-wide scores annually.

To demonstrate achievement scores that equal or exceed norms on nationally standardized tests.

To increase the enrollment of urban students in advanced courses in math and science and other preparatory courses.

To increase enrollment of urban students in core curriculum subjects.

GOAL 3: Improved Academic Achievement
Projects & Reports of Summit Participants

AMERICAN FEDERATION OF TEACHERS (AFT)
Educational Issues Department
555 New Jersey Avenue, NW
Washington, DC 20001

Thinking Mathematics

This program is the result of a collaboration between the AFT and the Learning Research and Development Center of Pittsburgh, funded by the National Science Foundation. Teachers from across the country, with varied backgrounds, served as Visiting Practitioners who, together with researchers, examined research findings and classroom implications for math teaching and learning.

Thinking Mathematics uses hands-on activities and discussion of situations rather than memorization and rote procedures. Students are encouraged to find as many solutions and methods as they can, emphasizing thinking, reasoning, communicating mathematically, and learning to understand relationships, using what is known to find the unknown.

The approach was piloted by the Visiting Practitioners in 1989-90 and 1990-91, and that experience became the basis for training activities to assist other teachers. **Thinking Mathematics** is being disseminated through the AFT Educational Research and Development network, which is in approximately 500 sites.

The AFT Center for Restructuring

The AFT Center for Restructuring has three main goals:

to serve as an information clearinghouse on school restructuring;

to develop a network among school districts and local unions involved in restructuring; and

to promote and conduct research and development linked to restructuring efforts.

The Center is involved in a number of special projects, which include creating and coordinating a consortium of key urban school district leaders which incorporates new models for shared decision making; exploring the creation of a network of professional practice schools (based on the model of teaching hospitals) and documenting their efforts; and developing pilot projects that incorporate new information technologies into school restructuring efforts.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN (AAUW)
1111 Sixteenth Street, NW
Washington, DC 20036-4873

Education for All: Women and Girls Speak Out On the National Education Goals

AAUW worked with other organizations belonging to the National Coalition for Women and Girls in Education to prepare a response to the goals set forth by the Governors and Administration. They published ***Education for All: Women and Girls Speak Out On the National Education Goals*** in May, 1990. Goal 4 of that publication states, "by the Year 2000, U.S. students will be first in the world in mathematics and science achievement," and goes on to discuss recommendations for achieving this goal and how to include females and minorities in this achievement.

THE ASPIRA ASSOCIATION, INC.
1112 16th Street, NW Suite 340
Washington, DC 20036

The ASPIRA Mathematics/Science Initiative - National

Through a planning grant from the Carnegie Corporation of America, ASPIRA coordinated a roundtable meeting of thirty experts in mathematics and science education in January, 1990 to assist in developing a national program to increase the number of Latino college-bound youth pursuing careers in mathematics and science. A community-based program model for middle-school Latino students resulted. Corporate and foundation sponsors currently include UPS Foundation, Inc. and Union Carbide Corporation.

ASPIRA Homework Resource Center - Florida

Through this computerized learning center, instruction in basic skills English and math, study skills, homework assistance and SAT preparation are offered after school, Monday through Thursday.

Family Math/Science Program - Illinois

The Family Math/Science Centers, funded by the Amoco Foundation, use high school peer tutors to provide academic support to 80 grade school students and their parents. ASPIRA also has initiated a pre-freshman computer science enrichment program for bilingual students in conjunction with Loyola University that gives special consideration to students who are not likely to be accepted in other such programs because of limited English proficiency.

Learning Center - Illinois

The Learning Center was established to provide eligible legal temporary residents with the required hours of study to attain permanent resident status under the Amnesty Program, and offers English as a Second Language and literacy classes. It has expanded to serve immigrants, welfare-to-work referrals and parents serving on Local School Councils.

Math and Science Program - New Jersey

The program focuses on developing students' skills in math and science by providing tutorial services on a daily basis.

Research and Advocacy - New York

ASPIRA's Office of Research and Advocacy works to ensure that its positions on bilingual education, a multi-cultural curriculum, special education, language rights and affirmative action are communicated and acted upon in order to improve the educational experience for all Puerto Rican and Latino children in New York City.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (ASCD)
1250 N. Pitt Street
Alexandria, VA 22314-1403

ASCD Video Training Programs, Books, and Products Catalog

ASCD publications and audio-visual materials are offered to help educators provide quality classroom experiences and keep abreast of techniques and ideas. Topics and publications include, ***Differentiated Supervision***, ***Marching to Different Drummers*** on dealing with diversity, and ***Tools for Learning: A Guide to Teaching Study Skills***, such as "Motivation to Learn". ***Classroom Management, A Proactive Approach to Creating an Effective Learning Environment***, ***Teaching Reading as Thinking*** and others are available on video.

Urban Middle Grades Network

Since 1989, the Edna McConnell Clark Foundation has funded this project in 15 urban schools to better meet the academic needs of disadvantaged students in grades six through nine. Additional grants have been made to help schools implement staff development programs to improve instruction and help students achieve high standards in reading, writing, mathematics and speaking.

THE BUSINESS ROUNDTABLE
200 Park Avenue, Suite 2222
New York, NY 10166

The Business Roundtable Education Public Policy Agenda

The Business Roundtable Education Task Force has published some results of its work:

> ***Essential Components of a Successful Education System*** identifies nine components it feels should be considered as a comprehensive and integrated whole, and elaborates on them;
>
> ***A Primer for Business on Education*** gives specific, detailed background information to businesses. It outlines many of the critical issues and their impact, provides definitions and history, importance of the issue in today's world, and ways business can support positive change; and

The Business Role in State Education describes education reform in context, as well as the state's role and the business potential. It also outlines channels of business involvement, providing guidance and urging for such involvement.

CHILDREN'S DEFENSE FUND
122 C Street, NW
Washington, DC 20001

Meeting in the Middle: Collaborating for Youth Success

This three year youth development/school achievement project includes collaborative efforts between youth - serving agencies and schools, using the education goals as a guide. First year funding has been provided by the Danforth Foundation to conduct the project in San Diego, Baltimore and St. Louis. The four objectives of the project are:

increased academic achievement among students in the participating schools;

development of a permanent plan for collaboration between participating schools and youth-serving agencies;

enhanced in-school, after-school, and summer youth development activities; and

improved life outcomes for young people in participating communities.

COUNCIL FOR BASIC EDUCATION (CBE)
725 Fifteenth Street, NW
Washington, DC 20005

Writing to Learn Program

In this program teachers are trained to use writing as a catalyst for students' learning across the disciplines. It motivates students, through writing, to develop a deeper comprehension of subject matter and encourages them to express themselves creatively while learning how to communicate their ideas effectively. The initial Writing to Learn program began in 1987 in the District of Columbia Public Schools, and has been expanded to Reading, PA; Bakersfield, CA; and Trenton, NJ.

Independent Study in the Humanities

CBE annually grants approximately 170 national fellowships and over 50 local fellowships to outstanding humanities teachers. These teachers are awarded stipends ranging from $2,500 to $3,000 to conduct independent study in a humanities topic that is of personal and professional interest to them. The program is supported by the National Endowment for the Humanities, the Andrew W. Mellon Foundation, the Esther A. and Joseph Klingenstein Fund, Inc., and the DeWitt-Wallace/Reader's Digest Fund. CBE is now concentrating on extending variations of the fellowship program to science, mathematics and fine arts teachers.

Business/Education Partnerships

RJR Nabisco's the Next Century Schools Fund, a $30 million business partnership with public schools, to award elementary, middle and secondary schools three-year grants to undertake reforms to improve individual schools. The plan is for at least 60 schools to receive Next Century Schools funds over five years. CBE has been contracted as a partner by RJR Nabisco to convene summer meetings of the grantees and to serve as an educational resource to participant schools during the academic year.

THE COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)
1920 Association Drive
Reston, VA 22091

TEACHING Exceptional Children

The CEC publishes this quarterly magazine with practitioner-oriented information on curriculum, managing behavior, and practical case studies.

Project RETOOL

A cooperative effort of CEC and the U.S. Department of Special Education and Rehabilitative Services, Project RETOOL holds three workshops each year and provides teachers with skills and experience in incorporating technology into special education personnel-preparation programs.

CEC Catalog

The CEC catalog lists products and services for those involved in special education.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)
1111 Kenyon Road
Urbana, IL 61801

THE NCTE URBAN AND CHAPTER I ASSOCIATE PLAN & RECOMMENDED TITLES FOR URBAN SCHOOLS AND CHAPTER I PROGRAMS

Thus far, NCTE has held two workshops for urban teachers of English, language arts and Chapter 1 teachers at their annual conventions. In conjunction with those workshops, NCTE developed a membership plan to attract urban and Chapter 1 teachers, and a special book package of selected titles geared toward aiding the urban English language teacher.

NATIONAL ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES (NAICU)
122 C Street, NW, Suite 750
Washington, DC 20001-2190

Partners in Education: Independent Colleges and Universities Allied with America's Schools

In January 1991, the Foundation for Independent Higher Education (FIHE) and the National Institute of Independent Colleges and Universities (NIICU) initiated a survey of their combined membership of 946 independent colleges and universities. From 650 responses, they collected information on the 361 colleges and universities who indicated that they had at least one such partnership already in place. This report, published in November 1991 by NAICU, details the kinds and numbers of such partnerships. It also outlines the role of the college or university, the role of the school, and expected outcomes, as well as impediments to partnerships.

Partners in Education: A Directory of Partnerships between Independent Colleges and Universities and America's Schools

This partner piece to the above report restates highlights of the results of the FIHE and NIICU joint survey, provides a copy of the survey with the results for each question, and then provides a complete list of the partnerships by state.

NATIONAL URBAN LEAGUE, INC.
500 East 62nd Street
New York, NY 10021

Through the Urban League's Central, Southern, Eastern and Western regions, dozens of cities offer programs to promote academic achievement. Sample programs include:

The Akron, OH Urban League's **IBM Summer Youth Employment Program** provides 100 teenagers with academic support in reading, grammar, math and computer science, in addition to summer employment.

The **ACT/SAT/General Test Preparation Program** is designed to improve the college admissions test scores of students and to improve their test-taking skills. Tutoring is available in math and science, and reading and writing.

The **Saturday School of Excellence** promotes academic excellence. It takes students on field trips, encourages attendance at cultural events, and teaches African American history to build a positive self-concept.

A **Parent Resource Center** in an elementary school in Anderson, IN has been funded by the Indiana State Board of Education. Parent volunteers, teachers and committee members staff the center, which offers current classroom assignment assistance, supplemental study aids, workbooks and parent/child development information.

In Chicago, IL the **Math Counts Program** prepares approximately 220 minority high school students for math competitions at the local, state and national level through after school tutorials. Through the Mathematics Project, high school sophomore, junior and senior Math Counts students receive four hours of additional tutoring every Saturday afternoon throughout the regular school year and every weekday afternoon in the summer. In turn, they are paid to tutor 7th through 9th grade students for three hours each morning on those Saturdays and weekdays. The program provides employment and year-round continuity, reinforcement and identification with Math Counts.

The **Young Scholars Program** in Dallas, TX, funded by the Borden Foundation, provides seminars, classes and field trips designed to stimulate and encourage science, math and computer learning to high achieving African American and Hispanic economically disadvantaged students in grades 4 through 6.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS (NCTM)
1906 Association Drive
Reston, VA 22091

The NCTM publications ***Arithmetic Teacher*** and **Mathematics Teacher** (monthly September through May) feature reproducible materials for use in the classroom, creative teaching ideas, publication and product reviews and articles on computer education. NCTM's ***News Bulletin*** (to members five times during the school year) includes "Student Math Notes" designed for easy reproduction for classroom use, and ***NCTM Information Resources***, issued periodically, includes source lists for free teaching materials along with bulletins on issues affecting math education.

K-3 Mathematics Specialists

NCTM, coordinating this Exxon Education Foundation program, conducted four national conferences, and is assisting with the preparation of a book describing the local projects.

Algebra for Everyone

This project, developed by the Mathematics Education Trust (MET), has produced a booklet and a videotape funded by Domino's Pizza. MET is funding the publication of an in-service guide.

THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA)
1801 North Moore Street
Arlington, VA 22209-9988

Publications Catalog

The AASA offers a number of books addressing improved academic achievement. Titles include: ***Restructuring America's Schools***, ***Raising Standards in Schools***, and ***Changing School Mathematics: A Responsive Process***.

GOAL 4: Quality Multi-Ethnic Teachers

By the year 2000, urban schools will be adequately staffed with qualified teachers who are culturally and racially sensitive and who reflect the racial characteristics of their students.

Objectives:

To increase the percentage of African American, Hispanic American, Asian and Pacific Islander Americans, American Indians, and Alaska Native teachers in urban classrooms.

To ensure that urban teachers are adequately trained in the history, culture and learning styles of students in city schools, using curricula that is multicultural and gender fair.

To increase the overall number of urban teachers and the number of special area teachers.

GOAL 4: Quality Multi-Ethnic Teachers
Projects and Reports of Summit Participants

AMERICAN FEDERATION OF TEACHERS (AFT)
555 New Jersey Avenue, NW
Washington, DC 20001

A collaborative effort among AFT, the American Can Company Foundation, the school board, Georgia State University and Atlanta University in Atlanta, GA is recruiting academically successful college graduates to become teachers, providing them with the necessary training and certification. The program pays particular attention to recruiting minority teachers, as well as math teachers, physics and foreign language teachers, and pre-school and primary grade teachers. AFT has similar programs with the American Can Company Foundation in Dade County, FL, New York, Minneapolis and St. Paul, MN.

AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES (AASCU)
One Dupont Circle, Suite 700
Washington, DC 20036-1192

Talent Bank

In 1988, AASCU established the Center for Educational Opportunity and Achievement. The Center created a Minority Talent Bank to help member institutions identify and recruit qualified minority and women candidates for faculty and administrative positions. The Talent Bank maintains a list of minority and women professionals who wish to be considered for faculty and administrative positions at AASCU institutions, and sends candidate information to the institutions on a regular basis.

Public Policy Agenda 1991

The AASCU agenda, derived from the policy direction of the Board of Directors and recommendations of the Council of State Representatives, focuses on four issues: educational opportunity and achievement; higher education finance; economic and community development; and the international dimensions of AASCU institutions. Among its largest priorities, AASCU developed a directive to ,"Support programs and funding incentives that help identify and encourage minority students in grades seven through 12 to aspire to and prepare for careers in elementary and secondary school teaching."

THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA)
1801 North Moore Street
Arlington, VA 22209-9988

Beyond the Schools

This booklet on how schools and communities can collaborate on youth and education problems includes a list of "Ten Strategies for Improvement". The eighth is, "Devise ways of attracting the brightest and best to careers in education, with special emphasis on minorities." The section provides eight ideas for where to start.

Publications Catalog

Among the materials offered through AASA are the following books and reports: ***Women and Minorities in School Administration***, a resource for affirmative action personnel and employers; ***Toward an Equitable Representation of Minorities in School Administration***, which includes a statistical summary, historical perspective and analysis of major trends; ***Perspectives on Racial Minority and Women School Administrators***, containing three articles documenting the results of recent AASA studies on school districts headed by women and minority superintendents; state-by-state representation of women and minorities in school administration; and the representation, history problems and needs of African Americans in school administration.

THE COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)
1920 Association Drive
Reston, VA 22091

Ethnic and Multicultural Bulletin

This newsletter is published by CEC to share information about activities and resources that relate to the education of individuals who are culturally diverse.

THE INSTITUTE FOR EDUCATIONAL LEADERSHIP (IEL)
1001 Connecticut Avenue, NW Suite 310
Washington, DC 20036

Minority Leadership Development Project

A project of IEL's Leadership Development and Support Program, this new leadership initiative will focus on leadership development for community education with an emphasis on minorities. Funded by the Mott Foundation, the project is to be developed with the National Community Education Association to increase the pool of minorities who are involved in community education initiatives throughout the country, and to prepare individuals to work more effectively in diverse communities.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH (NCTE)
1111 Kenyon Road
Urbana, IL 61801

Teachers for the Dream

In the spring of 1991, the NCTE Committee for the Fund to Support and Advance the Teaching of English earmarked $50,000 which had been raised from member contributions for seed grant funding of local and regional minority teacher recruitment initiatives. However, NCTE viewed these local initiatives only as a start.

The **Teachers for the Dream** campaign currently is approaching foundations, corporations, NCTE members and other interested individuals for the funds to hire and support the programmatic initiatives of a National Coordinator for Minority Recruitment of Teachers of English/Language Arts. This national coordinator, to be hired by fall 1992, is to be an activist committed to increasing the number of minority teachers entering the profession. A brochure on the "Teachers for the Dream" campaign lists goals and activities to be pursued by the national coordinator.

NATIONAL URBAN LEAGUE, INC.
500 East 62nd Street
New York, NY 10021

Through the Urban League's four regional offices, many communities are involved in projects that help encourage qualified minority students to become educators. Sample programs include:

A workshop in Anderson, IN, sponsored in collaboration with Ball State University, addressed the need for more African American teachers and college students pursuing educational careers. The Educational Testing Service made resource materials available to parents.

Future Force - Battle Creek, MI

This pilot cooperative program with Western Michigan University will encourage minority students to pursue teaching careers. Eighth graders will be identified, provided with academic support and enrichment, mentored and prepared to enter college. Western Michigan University will provide up to five four-year tuition scholarships each year, and other universities are being sought to participate. Three scholarships were awarded in 1991, and the first group of eighth graders has been identified for on-going cultivation.

Minority Teacher Preparation Program - Canton, OH

This program offers local college graduates the opportunity to enter a teacher preparation program and become certified to teach in the Canton School System. Fifteen future teachers are currently enrolled, and five of the program's graduates have been hired by the school system.

THE NATIONAL CONFERENCE OF CHRISTIANS AND JEWS, INC. (NCCJ)
71 Fifth Avenue, Suite 1100
New York, NY 10003

Teacher Training

NCCJ has expanded its teacher training programs in multicultural relations in schools, particularly in communities experiencing racial and ethnic tensions. In 1990, hundreds of educators participated in workshops to examine their schools as multi-cultural workplace environments and explore ways to teach their students to think critically in culturally diverse classrooms.

In-School Programs

Approximately 1200 school-based programs were offered in 1990 by NCCJ. "Green Circle", sponsored through 16 NCCJ offices, helped elementary school children to imagine what it would be like to be different because of color, accent, religion, disability or behavior. "How To Get Along With Others", a role-playing assembly program offered by the Greater New York Office, has children in kindergarten through middle school explore their feelings about peers who are different from themselves.

NATIONAL GOVERNORS' ASSOCIATION (NGA)
Hall of the States
444 North Capitol Street
Washington, DC 20001-1572

Recruiting Minority Classroom Teachers: A National Challenge

This education report,available for purchase through the NGA, summarizes a fifteen-state survey of minority teacher supply and demand and proposes options for recruiting minorities into the teaching profession.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS (NCTM)
1906 Association Drive
Reston, VA 22091

Catalog of Educational Materials

Available through NCTM, ***Multicultural Mathematics Materials*** are games and activities from around the world to enhance students' ethnic identity. This package, which includes large, reproducible activity pages, introduces children to the ethnic heritage of others.

Multicultural Mathematics Posters and Activities includes 18 posters that illustrate that math spans centuries and cultures. Originally produced by the Seattle Public Schools for the middle school, the materials emphasize problem solving and are designed to encourage minority students to pursue mathematics beyond the minimum requirements.

GOAL 5: Post-Secondary Opportunities

By the year 2000, urban school graduates will be fully prepared to enter and successfully complete higher education, experience successful employment, and exercise their responsibilities as citizens.

Objectives:

To increase the numbers of urban school graduates who enroll in four-year college or university degree programs.

To upgrade and improve the quality of urban vocational education and job training programs.

To increase substantially the number of eligible urban school students registered to vote.

To increase opportunities for urban school students to participate in community service programs and activities in the schools and community.

To increase the ability of urban school graduates to reason, think critically, solve problems, and make decisions.

GOAL 5: Post-Secondary Opportunities
Projects and Reports of Summit Participants

AMERICAN ASSOCIATION OF STATE COLLEGES AND UNIVERSITIES (AASCU)
One Dupont Circle, Suite 700
Washington, DC 20036-1192

Public Policy Agenda 1991

AASCU developed this agenda from the policy directive of its Board of Directors and recommendations of the Council of State Representatives. The booklet lists Priority Directives concerning four issues: educational opportunity and achievement; higher education finance; economic and community development; and international policy issues. Almost all of the Priority Directives in the section on educational opportunity concern improving access of minority or other disadvantaged students to higher education. In this section, AASCU promises to, "attempt to implement the policy positions described in this statement through a concerted effort involving its member institutions, programs, workshops, and special projects, and by communicating AASCU institutions' purposes to the media, policy makers and organizations."

ASPIRA ASSOCIATION, INC.
1112 16th Street, NW Suite 340
Washington, DC 20036

ASPIRA/Educational Testing Service Collaborative - National

This partnership was laid out in a eight-year collaborative agreement in 1989. ETS works with ASPIRA to develop products and services to increase the effectiveness of both organizations in aiding access and educational equity to Puerto Rican and Latino students. ASPIRA and ETS conduct at least one major and several smaller activities each year. ETS sponsors three four-day workshops entitled "Increasing Access to Post-Secondary Education" for all ASPIRA Association counselors. Each ASPIRA office has set up a resource center with materials donated by ETS, allowing Aspirantes to have access to assistance as they explore going to college. ASPIRA and ETS share professional knowledge through participation on each others' committees.

National Health Careers Program - IL, NJ, NY, PA and PR

This program, founded over 20 years ago, attempts to increase the number of Hispanic youth who graduate from medical and health professions schools and return to their communities to contribute their skills. Five ASPIRA associate offices participate, offering various activities and services to minority high school and college students, including personal counseling, academic enrichment activities and admissions assistance. The program offers career-centered academic counseling in partnership with over 50 colleges and universities. Conferences on health professions and trips to health sites also are offered, enabling students to meet Hispanic role models in the health fields, as well as representatives from professional schools and programs. ASPIRA reports that an average of 70% of its applicants are admitted to medical, dental and other health professions schools each year.

Talent Search - Florida

Counselors work in eight secondary schools (four middle and four senior high) in Dade County to encourage students to stay in school and take college-preparatory courses. They assist them in applying for college, filling out financial aid forms, becoming familiar with college procedures, and attending college field trips and other activities in preparation for higher education.

Math and Science Skills Early Awareness Project - Florida

This is an after-school neighborhood science lab for 50 inner-city middle school students, using a "hands on" approach through guidance, tutoring and mentoring to encourage Latino youth to major in science in college and enter a science career field.

ASPIRA Public Policy Leadership Program - Florida, New York and Pennsylvania

Coordinated by the National Office but implemented through the local ASPIRA offices, these programs work with Latino high school students to provide them with leadership orientation, community service experience and national internships. It teaches them about the process of public policy formation and to develop leadership skills that will enable them to become active in public policy development on the local, regional and national levels. In New York City, the program receives funding from the New York City Community Development Agency; New York and Pennsylvania are funded by The Ford Foundation.

Talent Search Program - Illinois

Funded by the U.S. Department of Education, Talent Search encourages students in eight target high schools and two elementary schools to graduate and pursue higher education by providing educational, career and personal counseling; assisting with applications for admission and financial aid; and assisting with ACT test preparation. In 1990-91 the program worked with 1,729 students; of 775 graduating seniors, 437 went on to college.

Youth Leadership Development Program - Illinois, New Jersey and New York

These programs offer leadership training, academic services, cultural enrichment activities and develop students' abilities to become effective in their communities. The program is run through a network of high school based clubs which plan and carry out activities and service projects, and which promote the ideals of community service and citizenship. In New York, the program is funded by the Bronx Borough President, the New York City Community Development Agency and the City Council. Each club is represented on one of four Borough Councils.

Counseling Program - New Jersey

Counselors make students aware of their opportunities in higher education through counseling, workshops and seminars. Also, Career Day Conferences introduce the students to Hispanic professionals and educators.

Talent Search Program - New Jersey and Pennsylvania

The focus of this program is on college placement and leadership development. In New Jersey it also assists students who have dropped out of high school to obtain their GED and seek higher education, and in Pennsylvania, tries to increase the number of low income, potential first generation college youth to enroll in colleges and universities.

Project LEYES - New York

Funded by the New York City Department of Youth Services, the goal of Project LEYES (Legal Education and Youth Empowerment Services) is to increase the number of Latinos in the legal and law-related professions by showing them opportunities in the field. Counseling, scholarship referral, visits to legal institutions and universities, referral to LSAT courses and practical training through mock trials and debates are key elements of the program.

Financial Aid Program - New York

The goal of this program is to ensure as much as possible that no student is denied access to higher education because of finances. It provides information on the scholarship, grant and loan opportunities available to students, and provides workshops, individual financial aid counseling and the administration of scholarships. Last year, through the Amoco Foundation and Dealers Scholarship Program, over $175,000 was available to "Aspirantes" who demonstrated need, academic excellence and community involvement.

AMERICAN ASSOCIATION FOR HIGHER EDUCATION (AAHE)
One Dupont Circle, Suite 600
Washington, DC 20036-1110

Community Compacts for Student Success

This comprehensive partnership program, administered by AAHE for The Pew Charitable Trusts, is designed to encourage more underserved students to go on to successful post-secondary education. Envisioned as a national network of up to 15 communities involved in community-wide strategies, the program's focus is on students in grades seven to 12 because of the significance of early and consistent intervention.

The selected communities will receive technical assistance in understanding community resource mapping, assessing partnership activity and student achievement patterns, detecting critical intervention points, and planning strategies to determine where to direct resources and how to develop long-term comprehensive plans for educational success. Community Compacts will bring together local leaders from the public and private sectors, and professional development and networking opportunities among the sites will be a major component of the support strategy. A computer-based information clearinghouse will be created to link the sites. Some communities will receive small grants to aide their organization and development of a community needs assessment and strategic plan of action.

Announcement of the first Community Compacts participants is expected in early 1992.

CENTER FOR WOMEN POLICY STUDIES (CWPS)
2000 P Street, NW, Suite 508
Washington, DC 20036

Educational Equity Policy Studies Program

This program defines continuing barriers to equal education and work preparation for women and girls, and develops national educational equity goals to eliminate the barriers. Special areas of concern and concentration include equity in math, science and technology education, confronting bias in standardized testing, and research on effective education for girls.

Publications

Women of Color in Mathematics, Science, and Engineering: A Review of the Literature reviews research in four major barriers to full participation in math and science by women of color and provides recommendations for further research and for changes in school policies and practices. ***Preparing for the Future: A Guide to Exemplary Programs for Women and Girls of Color in Mathematics, Science and Technology Education*** reviews and assesses programs that have successfully recruited and retained girls of color, along with a directory of programs that responded to the Center's survey and recommendations for policy and practice. ***Women, Work, and School: Occupational Segregation and the Role of Education*** is based on presentations at a 1988 CWPS seminar. Contributed essays examine the critical link between sex stereotyping in education and occupational inequities in the workplace.

EDUCATION COMMISSION OF THE STATES (ECS)
707 17th Street, Suite 2700
Denver Colorado 80202-3427

State Leadership for Increasing the Participation and Achievement of Minority Students in Higher Education

The National Task Force for Minority Achievement in Higher Education was established in 1989 because of the need for a strong state role in addressing this issue. The 24 member, multi-ethnic task force, chaired by Governor Garrey Carruthers of New Mexico, includes a broad representation of institutions, businesses and executive and legislative branches of state government. The task force met in 1989 and 1990 to discuss issues related to the

role of the states, institutions of higher education and the federal government in sharing responsibility for ensuring equal access to college and equal quality for all students.

The task force's final report, ***Achieving Campus Diversity: Policies for Change***, was released in December, 1990. The recommendations address what states, institutions and the federal government should do cooperatively to achieve the goals of (1) minority student enrollment in higher education proportional to the minority population of each state; and (2) minority student graduation rates comparable to those of other students. Funded by Hewlett Foundation and AETNA through 1993, ECS plans to develop models of how institutions and states can work together to improve the recruitment, retention and graduation rates of groups historically under - represented in higher education.

THE INSTITUTE FOR EDUCATIONAL LEADERSHIP
1001 Connecticut Avenue, NW Suite 310
Washington, DC 20036

Center for Workforce Development

This recently established center will investigate and develop strategies to strengthen linkages among high school curricula, workplace learning systems, and post-secondary institutions.

NATIONAL CENTER ON EDUCATION AND THE ECONOMY
39 State Street, Suite 500
Rochester, NY 14614

In 1989 the Center's Board of Trustees created the bipartisan Commission on the Skills of the American Workforce, charged with proposing a new framework for public and private policy at the national, state and local levels on workforce education and training. After eight months of research, in 1990 the Commission released its report ***America's Choice: High Skills or Low Wages!*** It recommends that employers alter the way they organize work and that the nation change the way it educates and trains workers in order to reverse the trend toward a low-skill, low-wage economy.

Among the recommendations are a national examination system, an alternative system for full dropout recovery, a national apprenticeship program for

those not going directly to college from high school, incentives for employees to train their employees and restructuring the workplace and post-secondary training. The Center is assisting government policy makers, business organizations, labor unions, educators and advocacy groups with a series of initiatives designed to lead to widespread implementation of the recommendations.

NATIONAL ASSOCIATION OF INDEPENDENT COLLEGES AND UNIVERSITIES (NAICU)
122 C Street, NW, Suite 750
Washington, DC 20001-2190

Partners in Educations: Independent Colleges and Universities Allied with America's Schools

In January, 1991, The Foundation for Independent Higher Education (FIHE) and the National Institute of Independent Colleges and Universities (NIICU) initiated a survey of their combined membership of 946 colleges and universities. From 650 responses, they collected information on 361 colleges and universities who indicated that they had at least one such partnership in place.

This report, published in November, 1991, by NAICU, details the kinds and numbers of such partnerships, many of which concern preparing or motivating students to attend college. It also outlines the role of the college or university, the role of the school, and expected outcomes as well as impediments to partnerships.

Partners in Education: A Directory of Partnerships between Independent Colleges and Universities and America's Schools

This partner piece to the above report restates the highlights of the results of the FIHE and NIICU joint survey, provides a copy of the survey with the results for each question, and provides a complete list of the partnerships by state.

NATIONAL URBAN LEAGUE, INC.
500 East 62nd Street
New York, NY 10021

Through the Urban League's four regions, many communities offer programs which promote access to post-secondary opportunities. Sample programs include:

In Battle Creek, MI, a minimum of 60 students each summer participate in an intensive **Career Exploration Program** to continue work on basic skills while focusing on long-range career planning. The **College Club** for high school students offers academic support and enhancements in response to changing needs of students and stricter university entrance requirements. In 1990, the Board of Directors established a **Scholarship Endowment Fund** with support from community groups and businesses which will become the main supporter of on-going scholarship assistance.

Woodward Access to Success Program - Cincinnati, OH

This program provides 350 students with test preparation classes, tips on how to perform well on SAT/ACT tests, transportation to test sites, SAT/ACT test fees, college field trips, and assistance with the college admissions process. Test scores of students in the program have risen an average of 30 points.

Scholarship Builders School-Family Support Project - Detroit, MI

This program is designed to complement a Merrill-Lynch sponsored prepaid college tuition scholarship program. The 25 students selected as awardees, along with their parents and peers, participate in workshops and activities to strengthen the family, enhance study skills and ensure academic and social success.

Visions Program - Elyria, OH

Geared to eighth through twelfth graders, this program is a collaborative effort between the League and Lorain County Community College. It promotes the coordination of parents, churches, community organizations, business and schools to collectively help each student achieve his full potential. Also in connection with the college, the League established Connection Clubs at seven high schools to provide the high school mentors and their pupils with support networks, college focus activities, image building and leadership development.

College Preparatory Program - Albany, NY

In addition to providing preparation for PSAT, SAT and ACT admissions tests and financial aid workshops, this program also attempts to involve parents in the process. The group is also arranging a collaborative program with local fraternities and sororities to provide mentoring activities for area students.

Also in Albany, the **Adolescent Vocational Exploration Program** assists students 14 to 21 in defining and exploring potential career and education goals. The program, which operates full time during July and August and part time during the fall months, includes field trips, speakers, career-oriented internships and counseling.

Financial Services Technology Academy - Portland, OR

In this unique "school within a school" at Jefferson High School, the Urban League is a partner with the Portland Public School system and the Chamber of Commerce Business Youth Exchange. The curriculum ensures that students are prepared to succeed both in post-secondary education and the world of work, preparing them for jobs in the financial services field.

THE NATIONAL CONFERENCE OF CHRISTIANS AND JEWS, INC. (NCCJ)
71 Fifth Avenue, Suite 1100
New York, NY 10003

Skills for Diversity and Democracy

NCCJ introduced the program in 1988 to strengthen multicultural relations in schools, particularly in communities with increasing numbers of diverse ethnic groups. Skills for Diversity and Democracy develops and distributes teaching materials and also creates workshops for teachers, parents and students. The workshops for teachers were first presented in the spring of 1988 in Fort Lauderdale, New Orleans and San Antonio and proved popular among educators. In January, 1990 more than 1,000 people -- students, teachers, parents and administrators -- attended workshops held over four days in Austin, Texas, after the local school board invited NCCJ to conduct the program in response to a racial incident in one of the high schools.

. The three-hour **Workshop for Teachers** is organized in four segments:

1) The changing composition of American schools/classrooms focuses on the issue of demographic changes and their effect on schools;

2) The school: a multicultural workplace environment examines the school as workplace where teachers need to be role models of positive intergroup relations and cooperative work behaviors;

3) The classroom: a multi-cultural learning environment explores ways in which students can learn to think critically in a culturally diverse classroom; and

4) Relevance of teachers' roles in preparing students for citizenship and leadership in the 21st century examines how teaching styles build a student's sense of self-worth.

The two three-hour sessions of the **Workshop for Students** are organized in five segments:

1) Discussion of workshop objectives and student expectations;

2) Icebreakers or getting-to-know-you exercises;

3) Terms and concepts in multi-cultural relations;

4) Examining prejudice and discrimination; and

5) Where do we go from here? addresses problems in multi-cultural relations and suggests solutions to issues and problems listed in the initial session.

The two-hour **Workshops for Parents** address:

1) Parenting roles and the ways parents teach their children values and beliefs about the world;

2) Preparing children for a multi-cultural society;

3) Tools for building self-esteem; and

4) Closure activity which provides a "capstone" to the process and encourages parents to collaborate on efforts that enhance self-esteem and cross-cultural interaction skills.

Sign On To The Constitution

This educational program in constitutional government allowed millions of students to sign facsimiles of the Constitution and pledge their commitment to the democratic process. In 1987, classroom activities for grades K through 12, developed for NCCJ by a team of educators, emphasized active citizenship as the guarantor of rights and responsibilities of a democratic society.

THE COLLEGE BOARD (CB)
45 Columbus Avenue
New York, NY 10023-6992

EQUITY 2000

EQUITY 2000 is a national effort to enhance minority preparation for entry into success in college. The project is run by CB in conjunction with eight school districts across the country and supported by The Ford Foundation, DeWitt Wallace-Reader's Digest Fund, Amon G. Carter Foundation, The General Electric Foundation, The Meadows Foundation and Sid W. Richardson Foundation. It is based on research commissioned by the College Board from Pelavin and Associates which was published in ***Changing the Odds: Factors Increasing Access to College***.

The research found that two or more years of college preparatory math are strongly linked with going on to college and that taking these specific courses can significantly reduce the difference in college-going rates among white, African-American and Hispanic students, and between the highest and lowest income groups. Consequently, the EQUITY 2000 academic module focuses on mathematics and all participating schools and school systems will implement pre-algebra, algebra and geometry courses for all students. A group of mathematics specialists has been convened to develop specific standards to be used in students' progression, building on recommendations of the National Council of Teachers of Mathematics and materials in the **College Board Educational Equality Project's** "Green Book" to recognize the range of background preparation of students.

CB's Office of Academic Affairs and the Guidance, Access, and Assessment Services Division have begun to identify diagnostic assessment instruments for math to be used beginning in the eighth grade and continuing through the tenth. Also, each site will sponsor a two-week Summer Math Institute for all eight-grade math teachers, designed to enhance their efforts, improve their

self-image, demonstrate methods to overcome minority student math anxieties and help define academic outcomes. Other in-service activities will be carried out during the school year for middle and high school math teachers to acquaint them with the new process and methods. Each school district also will work with nearby colleges and universities to develop and implement these staff development activities.

Finally, data will be collected from each participating school district through observation of classes, teacher training, meetings with parents, abstraction of data from school or district records, and teacher, student and parent questionnaires will be developed for analysis across the six sites.

WILLIAM T. GRANT FOUNDATION COMMISSION ON WORK, FAMILY AND CITIZENSHIP
1001 Connecticut Avenue, NW, Suite 301
Washington, DC 20036-5541

Since the publication in 1988 of its two reports and two dozen working papers on what it calls ***The Forgotten Half*** -- the 20 million 16 to 24 year-olds unlikely to attend college -- the Grant Foundation Commission has monitored national and state issues which might improve the lives of young people as future workers, parents and citizens. It's publications include:

Youth Apprenticeship, American Style: A Strategy for Expanding School and Career Opportunities;

First Jobs: Young Workers in a Changing Economy, and

Training for Work: What the U.S. Can Learn from Europe.

GOAL 6: Safe and Caring Environment

By the year 2000, urban schools will be free of drugs and alcohol, students will be well nourished and healthy, and schools will be well maintained and safe.

Objectives:

To substantially reduce drug and alcohol use, possession and distribution among urban school students and staff.

To expand Drug-Free Zones around schools each year.

To provide adequate nutrition each day and necessary instruction in nutrition education.

To ensure that urban school students are healthy and in good physical condition.

To substantially cut teen pregnancy among urban school students.

To develop in urban school students, adequate self-confidence, self-esteem, and personal decision-making skills.

To provide urban children and staff with school buildings that are in good repair, clean, well-maintained, barrier-free and environmentally safe.

To ensure that urban students feel safe in school, and learn in a supportive and caring environment.

To create comprehensive collaborative efforts that coordinate services to youth and their families through inter-agency cooperation and which eliminate barriers to quality services.

GOAL 6: Safe & Caring Environment
Projects and Reports of Summit Participants

AMERICAN FEDERATION OF TEACHERS (AFT)
555 New Jersey Avenue, NW
Washington, DC 20001

AFT members are tackling drug abuse by participating in the national **Be Smart, Don't Start** campaign. AFT members maintain positive relations with parents by distributing AFT-developed materials on home learning ideas, drug abuse, school bus safety, emergency identification and more. Also, local drug education programs have been created, like **Project Crackdown** sponsored by AFT members in Pasco County, FL.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN (AAUW)
1111 16th Street, NW
Washington, DC 20036-4873

Initiative for Educational Equity

A packet on the initiative includes the book, ***Shortchanging Girls, Shortchanging America***, which provides information about a national poll on adolescents and self-esteem that AAUW commissioned, and ***A Call to Action*** which summarizes the discussion held at an AAUW-sponsored Educational Equity Roundtable in January, 1991. The materials address the teaching methods and classroom atmosphere which can encourage and nourish, or alternatively undermine, the self-confidence and self-esteem of girls.

In the first year of the Initiative, every branch of the AAUW will conduct a gender equity assessment of its local schools using the Gender Equity Assessment Guide developed for use in elementary and secondary schools. The Guide provides a mechanism for:

> assessing the status of women and girls within a school or school district;
>
> highlighting information about a school system's efforts to ensure equitable treatment of female students and staff;

determining areas in need of improvement, so that AAUW and others in the community can work with the school system to bring about needed changes; and

judging progress toward the goal of gender-fair education through annual assessment.

Education for All: Women and Girls Speak Out on the National Education Goals

AAUW worked with other organizations of the National Coalition for Women and Girls in Education (NCWGE) to prepare this response to the goals set forth by the Governors and the Administration. When addressing Goal 6, concerning "a disciplined environment conducive to learning," in schools, the NCWGE added two issues to be addressed in working to create a safe educational environment for female students: 1) Sexual Harassment - "Schools should educate administrators, teachers, and students about sexual harassment and create and publicize policies and procedures for reporting and responding to complaints;" 2) Sexual Assault - "Girls are particularly likely to be the victims of sexual violence in the schools. Assertiveness training and self-defense classes can give female students skills that will enable them to protect themselves from assault. If a student is raped or molested, a wide range of support services should be available through school-based or school-linked clinics."

AMERICAN ASSOCIATION OF SCHOOL PERSONNEL ADMINISTRATORS (AASPA)
2330 Alhambra Boulevard, Suite 157
Sacramento, CA 95817

A Response to the National Education Goals

In September, 1991 the AASPA published this report to examine implications for personnel/human resources staff of efforts to achieve each goal. The report discusses the role of the human resources personnel in accomplishing the appropriate staffing to meet each goal, and identifies specific questions to guide the process.

ASPIRA ASSOCIATION, INC.
1112 16th Street, NW, Suite 340
Washington, DC 20036

Project G.A.I.N. - Florida

The purpose of Project G.A.I.N. (Gang Awareness and Intervention Network) is to encourage potential and current gang members, as well as idle youth, to stay in school, avoid gangs and be drug-free. Through four community-based Outreach Clubs, the project uses intensive counseling, leadership development, and parental involvement to build students' self-esteem and redirect their lives.

Drug-Free Schools and Communities Project - Florida

This project offers substance abuse prevention information to Latinos and other minority high risk youth in 15 Dade and Broward County public schools, with intensive intervention services in one elementary school and one Outreach Club.

Drug Abuse Prevention Programs - Illinois

Two drug abuse prevention programs work together to promote healthy, positive alternatives to substance abuse among Latino youth. Project D.E.T.E.R. (Drug Elimination Through Education and Resolve) and Drug Abuse Prevention offer workshops and activities that address self-esteem enhancement, cultural identity, and health issues such as AIDS and teen pregnancy to serve over 2,000 youth and parents each year.

THE BUSINESS ROUNDTABLE (BRT)
200 Park Avenue
New York, NY 10166

Essential Components of a Successful Education System

This paper identifies the nine essential system components agreed upon by the BRT as requirements for provoking the degree of change necessary for achieving the national goals. The Roundtable CEO's and the Governors are working to institute these components in state policy. BRT's eighth component addresses the Urban Education Goal 6:

"Health and other social services are sufficient to reduce significant barriers to learning." Raising our expectations for educational performance will not produce the needed improvement unless we also reduce the barriers to learning that are represented by poor student health, criminal behavior in schools, and inadequate physical facilities. Education is work, and the conditions needed for successful effort are no less important in the learning environment than in the American workplace.

Pre-natal care, good nutrition for young mothers and children, preventive health care, and safe child care are prerequisites for children and youth to perform at the expectation level necessary for a high-productivity economy.

At the same time, students and educators cannot be expected to perform at high levels in a work environment where drugs, crime, or poorly maintained physical facilities interfere with discipline and concentration.

Providing the needed health, social and other services will require an unprecedented measure of collaboration between agencies and/or the re-alignment of governance responsibility for delivering the services successfully.

A Primer for Business on Education

This book gives specific, detailed background information to businesses. It outlines many of the critical issues and their ramifications, provides definitions and history, the importance of the issue in today's world and ways that business can support positive change. Two chapters, "The Crumbling Infrastructure: Property, Plant, Equipment, and Technology" (chapter 8) and "Social and Health Services Delivery" (chapter 12) deal directly with problems in achieving safe and nurturing schools, and ways that businesses can bring their resources and expertise to help solve the problems.

COUNCIL OF EDUCATIONAL FACILITY PLANNERS, INTERNATIONAL (CEFPI)
941 Chatham Lane, Suite 217
Columbus, OH 43221

The National Coalition for Educational Facilities

This grass roots initiative, represented by 42 of the 50 states, grew out of CEFPI's conference on educational facilities held in Washington in conjunction with the National Governors Association and the National Conference of

State Legislatures. The newly established coalition has established four goals:

1. To create a national awareness campaign for educational facility issues and concerns.

2. To serve as an advocate and motivator of political action relating to educational facility issues at the state and national level.

3. To pursue an assessment of educational facilities in all states.

4. To establish a clearinghouse for educational facility information and research.

The CEFPA **Facility Databank** has information on educational projects completed in the last three years, including capacity, size, cost and floor plans along with identification of planners and designers. ***The Educational Facility Planner*** is a bi-monthly professional journal featuring articles, research, legal issues and practical application topics pertinent to educational facility planning. CEFPI **Issue Tracking** prepares briefs on contemporary issues for facility planners, and is helpful in solving problems and gaining information. ***The Guide for Planning Educational Facilities*** is a resource textbook for use by students and professionals to help them through all stages of their projects.

MARCH OF DIMES BIRTH DEFECTS FOUNDATION
1275 Mamaroneck Avenue
White Plains, NY 10605

Rockabye

This educational program to promote a better understanding of the implications of teenage pregnancy includes a 16-minute video and a discussion guide with meeting agendas and participant activities, a color poster to promote video program showings, and a participant activity photocopy master.

Project Alpha

Co-sponsored by Alpha Phi Alpha Fraternity, Inc. and the March of Dimes, Project Alpha explores the problem of teenage pregnancy from the male perspective, helping young men learn about their role in responsible childbearing. Sessions are led by volunteers along with community leaders,

doctors, lawyers and clergymen. A training kit contains a Leader Guide which outlines a step-by-step approach to conducting the program, a Training Video, and posters of Malcolm-Jamal Warner with a message that, "Teen parenthood is no joke."

Stork's Nest

This incentive and educational program is designed to increase the number of women who get early and regular prenatal care. Stork's Nest is a cooperative national project of Zeta Phi Beta Sorority, Inc. and the March of Dimes. Expectant mothers are referred to the program by a clinic, neighborhood health center, health maintenance organization or other facility. Stork's Nest provides maternity clothes, layettes, diapers, infant furniture and other items at little or no cost and offers a full educational program on topics such as prenatal care, smoking, drinking and drugs, nutrition, preparing for the birth and parenting.

Chain Reaction

Through this nationwide program for high school students, teenagers organize health conferences, learn about the importance of healthy lifestyles, participate in community service projects and learn leadership skills. More than 350 teen leaders met in Washington in 1990 for a National Youth Conference, where they resolved in a statement that, "Chain Reaction members are being challenged to effectively inform our peers about infant and teen health issues."

Catalog of Public Health Education Materials

March of Dimes produces a full range of materials aimed at teenagers, adults and educators about sexually transmitted diseases, prenatal care, teenage pregnancy, lifestyle behaviors and risk factors and special needs children. These include videos, brochures and posters.

NATIONAL SCHOOL SAFETY CENTER (NSSC)
4165 Thousand Oaks Boulevard, Suite 290
Westlake Village, CA 91362

NSSC works with school districts and law enforcement agencies in the area of school crime prevention. In-service training and technical assistance is provided in the areas of gang prevention, schoolyard bully prevention,

weapons intervention, crisis management and safe school planning. More than eighty programs are conducted each year.

In addition, NSSC produces training films such as ***School Crisis: Under Control***, a 25-minute documentary on school crisis prevention, preparation, management and resolution, and ***High Risk Youth/At the Crossroads***, which addresses drug abuse prevention by focusing attention on specific negative social, economic and behavioral problems. Several publications are available to aid administrators and teachers: ***School Safety New Service*** (six issues of NSSC's newsletter and three issues of ***School Safety***, news journal) to **NSSC Resource Papers**, from message display posters to books on "Child Safety Curriculum Standards" and "School Safety Check Book."

NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS (NFSHSA)
11724 NW Plaza Circle/P.O. Box 20626
Kansas City, MO 64195

NFSHSA is the national service and administrative organization of high school athletics and activities.

TARGET

Started in 1985 as a program to help students avoid use of alcohol and drugs, the goal of this program is to educate students to the benefits of healthy living. **TARGET Interactive Project (TIP)** is an interactive video series about making decisions in key areas of life. The first release was on drug and alcohol responsibility; the next release will be on AIDS. **A TARGET Resource Center** with a toll-free number (1-800-366-6667) provides the latest information in the field of alcohol and drug education and prevention. Free and low-cost materials are available, and curriculum information, information on specific drugs, and ideas for starting drug prevention programs can be provided.

PARTICIPANTS IN THE URBAN EDUCATION SUMMIT

American Federation of Teachers

American Association of Colleges For Teacher Education

American Association of University Women

American School Counselor Association

American Association of State Colleges and Universities

American Association of Community and Junior Colleges

American Association of School Personnel Administrators

American Association of School Administrators

American Association for Higher Education

American Educational Research Association

ASPIRA Association, Inc.

Association for the Advancement of International Education

Association of School Business Officials International

Association for Supervision and Curriculum Development

Business Roundtable

Center for Women Policy Studies

Children's Defense Fund

Committee for Economic Development

Council of Chief State School Officers

Council for Basic Education

Council for Exceptional Children

Council of Educational Facility Planners International

Cuban American National Council

Education Commission of the States

Educational Testing Service

Home and School Institute

Institute for Educational Leadership, Inc.

Institute for Athletics and Education

Joint Center for Political and Economic Studies

March of Dimes Birth Defects Foundation

National Center on Education and the Economy

National Council of Educational Opportunity Associations

National Association of State Universities and Land Grant Colleges

National Alliance of Business/Center for Excellence in Education

National Association of Social Workers

National Association for the Advancement of Colored People

National Council of Teachers of English

National Community Education Association

National Association of Independent Colleges and Universities

National Board for Professional Teaching Standards

National Urban League, Inc.

National Committee for Citizens in Education

National Alliance of Black School Educators

National Conference of Christians and Jews, Inc.

National Association of Secondary School Principals

National PTA

National Council for the Social Studies

National School Safety Center

National Council of La Raza

National Association of State Boards of Education

National Urban Alliance for Effective Education

National Education Association

National Dropout Prevention Center

National Urban Coalition

National Governors Association

National Association of Pupil Services Administrators

National Federation of State High School Administrators

National Council of Teachers of Mathematics

National Association of College Admissions Counselors

National School Public Relations Association

National Association of State Directors of Special Education

National League of Cities

National Association of Elementary School Principals

National Conference of State Legislatures

National Council of Negro Women

National School Boards Association/Council of Urban Boards of Education

People for the American Way

Quality Education for Minorities Network

The College Board

U.S. Conference of Mayors

United Way of America

William T. Grant Foundation